

# *A Blueprint for Learning*

## *Gateway Language Arts*

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at [www.tennessee.gov/education](http://www.tennessee.gov/education). Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Gateway Language Arts		
Standard Number:		1.0 Writing
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	GC	<b>At Level 1, the student is able to</b> <ul style="list-style-type: none"> <li>combine sentences using a comma and coordinating conjunction or correct a run-on sentence within a writing sample;</li> <li>distinguish fact from opinion from a passage or writing sample;</li> <li>identify the targeted audience for a selected passage;</li> <li>choose the sentence that relates the writer's purpose (e.g., to persuade or to inform) in a selected passage;</li> <li>evaluate the relevance of each supporting sentence by deleting an irrelevant sentence in a passage;</li> <li>select the most appropriate title for a passage;</li> <li>recognize the proper use of the comparative and superlative form of adjectives (CVS);</li> <li>select the correct word for the sense of the sentence (your and you're, where, and were, it's and its, their, they're, and there, to and too)(CVS);</li> <li>choose the correct word for the sense of the sentence (stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect)(CVS);</li> <li>determine the stage of the writing process (using graphics which represent the stages: prewriting, first draft, revision, editing, and publishing).</li> </ul>
A	C	
A	C	
A	C	
A	C	
A	C	
A	WC	
A	WC	
A	WC	
A	O	<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>combine or correct sentence fragments using a subordinate conjunction within a writing sample;</li> <li>recognize correct subject/verb agreement with confusing intervening prepositional phrases within a writing sample;</li> <li>select sentences to strengthen an argument within either a writing sample or a passage;</li> <li>select correct pronoun/antecedent agreement within a writing sample;</li> <li>select the appropriate transitional word for a given sentence within a paragraph;</li> <li>distinguish the strongest or weakest point of an argument within a passage;</li> </ul>
A	GC	
A	GC	
A	C	
A	GC	
A	O	
A	C	

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### REPORTING CATEGORY

GC = Grammar Conventions    C = Content    WC = Word Choice  
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A	O	<ul style="list-style-type: none"> <li>select the most effective method of combining three sentences to improve the structure within a passage;</li> </ul>
A	WC	<ul style="list-style-type: none"> <li>select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage;</li> </ul>
A	WC	<ul style="list-style-type: none"> <li>select vivid words to strengthen a description (verb) within a writing sample or a passage;</li> </ul>
A	O	<ul style="list-style-type: none"> <li>determine the most effective order of sentences within a writing sample or a passage;</li> </ul>
A	WC	<ul style="list-style-type: none"> <li>choose the correct pronoun case in a sentence in which the pronoun follows "than" within a writing sample or a passage;</li> </ul>
A	GC	<ul style="list-style-type: none"> <li>recognize a shift in any of the following: verb tense, point of view, tone, or pronoun usage within a writing sample;</li> </ul>
A	GC	<ul style="list-style-type: none"> <li>recognize the correct use of quotation marks in a direct quote (CVS);</li> </ul>
A	GC	<ul style="list-style-type: none"> <li>recognize the correct use of a semicolon in a compound sentence within a writing sample or a passage;</li> </ul>
A	M	<ul style="list-style-type: none"> <li>choose the thesis that is more effective than the underlined thesis statement (given an introductory paragraph of a student essay);</li> </ul>
A	O	<ul style="list-style-type: none"> <li>rearrange the order of the supporting paragraphs in the specified organizational pattern (e.g., strongest to weakest, time order, cause/effect, or comparison/contrast) within a writing sample;</li> </ul>
A	O	<ul style="list-style-type: none"> <li>select the best placement for an additional supporting sentence within a writing sample;</li> </ul>
A	GC	<ul style="list-style-type: none"> <li>recognize the correct use of the comma to set off nonessential elements in a sentence (CVS).</li> </ul>
A	C	<b>At Level 3, the student is able to-</b> <ul style="list-style-type: none"> <li>determine which rebuttal statement best refutes the writer's viewpoint or a line that reveals the writer's biases, assumptions, or values within a passage;</li> </ul>
A	O	<ul style="list-style-type: none"> <li>revise sentences using effective parallelism within a writing sample;</li> </ul>
A	O	<ul style="list-style-type: none"> <li>choose the transitional device that appropriately connects paragraphs (e.g., transitional adverbs, verbal phrases, and unambiguous pronoun references) within a writing sample.</li> </ul>
		<b>Specifications of Passages:</b> <ul style="list-style-type: none"> <li>early drafts of student essays (one of which must be persuasive);</li> <li>consumer report type article written with a persuasive slant of interest to teens (e.g., cars, stereos, or tennis shoes);</li> <li>letter to the Editor;</li> <li>CVS - A collection of varied sentences containing underlined elements, one of which contains an error, which will be identified by the student; it will be possible for the sentence to contain no error (to be used only where specified by CVS).</li> </ul>
<b>Performance Indicators</b>		<b>As documented through teacher observation -</b>
<b>Teacher:</b>		
		<b>At Level 1, the student is able to</b> <ul style="list-style-type: none"> <li>describe appropriate details of his/her surroundings;</li> <li>relate an incident of controversy using standard English;</li> <li>write a letter to the editor and submit it to the school/local newspaper;</li> <li>cast a movie for your novel (Who will play the parts and why?);</li> <li>use prewriting techniques as a springboard for writing (e.g., clustering, journals, directed response, brainstorming);</li> </ul>

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		<ul style="list-style-type: none"> <li>extend the prewriting to draft a composition.</li> </ul>
		<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>create an explanation to a stated problem using standard English;</li> <li>write a letter to a major national publication in response to its position/coverage of a subject;</li> <li>rewrite a prose passage in dialogue;</li> <li>illustrate and caption a comic book version of a short story or a chapter from a novel;</li> <li>draft essays using the writing process;</li> <li>develop a writing portfolio (e.g., genre, assessment, creativity, and/or voice);</li> <li>differentiate between editing and revision.</li> </ul>

Standard Number:		2.0 Reading
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	M	<b>At Level 1, the student is able to</b> <ul style="list-style-type: none"> <li>discern an implied main idea from a passage (T);</li> <li>interpret an author's point of view (1st person or 3rd person limited/omniscient) (T);</li> <li>identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem;</li> <li>identify how the author reveals character (physical characteristics, dialogue, what other characters say about them, and/or character's own actions) (T).</li> </ul>
A	T	
A	T	
A	T	
A	M	<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>draw inference(s) from a selected passage (T);</li> <li>determine the meaning of a word in context (T);</li> <li>differentiate between verbal and situational irony (T);</li> <li>pinpoint a cause/effect relationship in a given passage (T);</li> <li>discover the common theme in a series of passages (T);</li> <li>determine the significance/meaning of a symbol in a written selection (T);</li> <li>determine the analogous relationship of a vocabulary word from one of the passages.</li> </ul>
A	M	
A	T	
A	M	
A	M	
A	M	
A	M	
A	T	<b>At Level 3, the student is able to</b> <ul style="list-style-type: none"> <li>select the allusion in a given passage.</li> </ul>
		<b>Specifications of Thematic Passages</b> [indicators followed by (T) will employ these reading selections] <ul style="list-style-type: none"> <li>a thematic presentation of at least three of the following genres: short story excerpt, poem or dialogue, essay, editorial or magazine article, drama excerpt, and/or news account;</li> <li>characterized by a balance of fiction and nonfiction;</li> <li>characterized by diversity in structure (prose, poetry, and/or drama);</li> <li>characterized by multicultural diversity;</li> <li>a short passage leading to further study (optional).</li> </ul>
Performance Indicators		As documented through teacher observation -
Teacher:		
		<b>At Level 1, the student is able to</b>

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		<ul style="list-style-type: none"> <li>participate in paired readings using one or more sources;</li> <li>read silently from a variety of sources;</li> <li>identify appropriate resource material for further study of a topic in a nonfiction excerpt (e.g., encyclopedia, almanac, dictionary, and/or thesaurus).</li> </ul>
		<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>participate in a group oral presentation (e.g., choral reading, readers' theater, or play performance);</li> <li>present an excerpt from a dramatic work containing dialect and interpret the literal meaning of the passage;</li> <li>select appropriate resource material for further study of a topic in a nonfiction excerpt and integrate the resources;</li> <li>analyze and create visual and verbal symbols using multiple texts;</li> <li>develop a variety of strategies for extending vocabulary (e.g., context, analogy, derivation, etc.).</li> </ul>
		<b>At Level 3, the student is able to</b> <ul style="list-style-type: none"> <li>create a story on tape (e.g., sound effects, background music, etc.);</li> <li>perform a dramatic presentation/monologue;</li> <li>create and present an original project involving the thematic similarity in several genres.</li> </ul>

Standard Number:		3.0 Viewing and Representing
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	C	<b>At Level 1, the student is able to</b> <ul style="list-style-type: none"> <li>select the type of conflict (man vs. man, man vs. environment, man vs. himself, and man vs. supernatural, et al.) in a photograph.</li> </ul>
A	T	<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>select the appropriate persuasive device in a given ad (e.g., famous people say, new and improved, everybody's using it, if you want to be popular, et al.);</li> </ul>
A	M	<ul style="list-style-type: none"> <li>infer the mood or tone in a photograph.</li> </ul>
A	T	<b>At Level 3, the student is able to</b> <ul style="list-style-type: none"> <li>prioritize the most reliable media sources given four different sources (e.g., personal journal, interview, authorized biography, People magazine, et al.).</li> </ul>
Performance Indicators		As documented through teacher observation -
Teacher:		
		<b>At Level 1, the student is able to</b> <ul style="list-style-type: none"> <li>develop media applications for a variety of audiences and purposes.</li> </ul>
		<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>use media to view, read, write, communicate, and to create;</li> <li>distinguish a persuasive device in an advertisement or a portion of a speech (e.g., propaganda, emotional appeal, bandwagon);</li> <li>research, organize, interpret, and present information from print and nonprint media;</li> <li>analyze the impact of media on daily life;</li> </ul>

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		<ul style="list-style-type: none"> <li>analyze the validity and effectiveness of resources.</li> </ul>
		<b>At Level 3, the student is able to</b> <ul style="list-style-type: none"> <li>appraise the validity and effectiveness of multiple resources.</li> </ul>

<b>Standard Number:</b>		<b>4.0 Speaking and Listening</b>
<b>Performance Indicators</b>	<b>Reporting</b>	<b>As documented through state assessment -</b>
<b>State:</b>	<b>Category</b>	
<b>A</b>	<b>T</b>	<b>At Level 1, the student is able to</b> <ul style="list-style-type: none"> <li>determine appropriate preparation for an oral presentation to a specified audience or a special interest group.</li> </ul>
<b>A</b>	<b>T</b>	<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>determine the interest level of an audience through nonverbal communication (e.g., While you are giving a presentation to your classmates, you know that they are interested in what you are saying when . . .).</li> </ul>
<b>A</b>	<b>T</b>	<b>At Level 3, the student is able to</b> <ul style="list-style-type: none"> <li>choose the appropriate volume, pitch, rate, diction, inflection, gestures, or body language when delivering a speech (e.g., When delivering a speech, you can best convey your enthusiasm for a topic by . . .).</li> </ul>
<b>Performance Indicators</b>		<b>As documented through teacher observation -</b>
<b>Teacher:</b>		
		<b>At Level 1, the student is able to</b> <ul style="list-style-type: none"> <li>give and receive directions accurately and succinctly;</li> <li>prepare and give oral presentations to specified audiences.</li> </ul>
		<b>At Level 2, the student is able to</b> <ul style="list-style-type: none"> <li>interpret and evaluate the level of audience interest in both the roles of presenter and audience.</li> </ul>
		<b>At Level 3, the student is able to</b> <ul style="list-style-type: none"> <li>analyze and select effective delivery techniques in both the roles of presenter and audience.</li> </ul>

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